

Supplemental Aids for STAAR, STAAR Spanish, STAAR L, and STAAR A: What's Allowed and What's Not?



TEA's Student Assessment Division
Fall 2015

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Supplemental Aids

Description of Accommodation

Supplemental aids are paper-based resources that assist a student with a disability in recalling information.

Assessments

For a student who meets the eligibility criteria, this accommodation may be used on

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A

Student Eligibility Criteria

A student may use this accommodation if he or she

- ☐ receives special education services *or* receives Section 504 services,
- ☐ routinely, independently, and effectively uses this accommodation during classroom instruction and classroom testing, and
- ☐ meets at least one of the following for the applicable service.
 - For students receiving special education services, the student has a disability that affects memory retrieval, focus, or organization that is severe enough to prevent him or her from learning and retaining information as effectively as non-disabled peers despite multiple opportunities to learn, varied instructional strategies, and high-quality instruction.
 - For students receiving Section 504 services, the student is identified with dyslexia or a related disorder per TEC § 38.003.

Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.

Authority for Decision and Required Documentation

- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.



Examples/Types

- **ONLY** the supplemental aids described in the Supplemental Aids document are allowed for eligible students.
- Examples of allowable supplemental aids with different formats are provided on the following slides. Other formats are allowed as long as they follow the description of the aid in the Supplemental Aids document.

All Subjects: Mnemonic Devices

A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym may be used.



PEMDAS

or

Please Excuse My Dear Aunt Sally



DMSB

or

Dad Mother Sister Brother



KPCOFGS

or

King Phillip Came Over For Good Spaghetti

All Subjects: Mnemonic Devices

The subject-specific words that the mnemonic represents are **NOT** allowed.



Parentheses
Exponents
Multiplication
Division
Addition
Subtraction



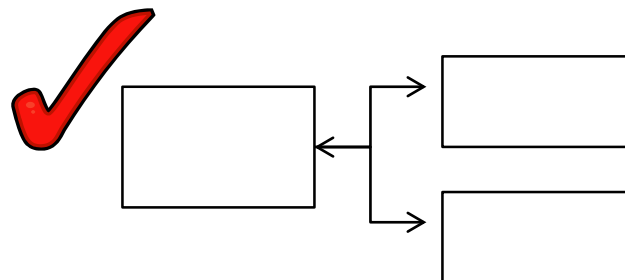
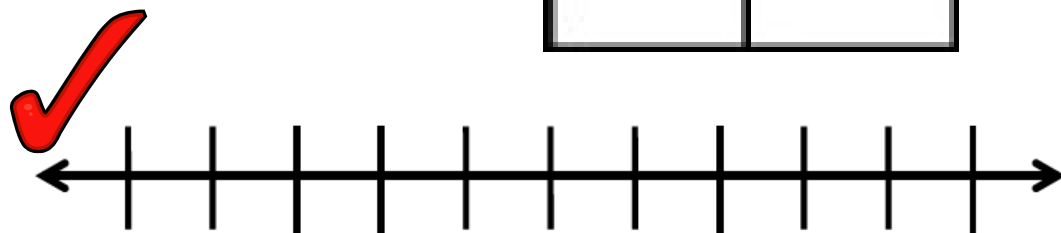
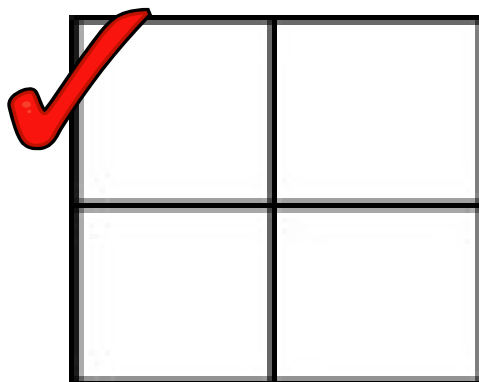
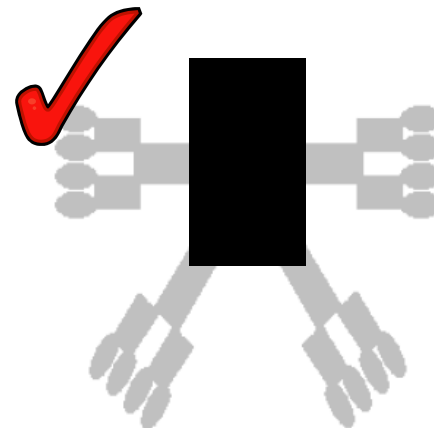
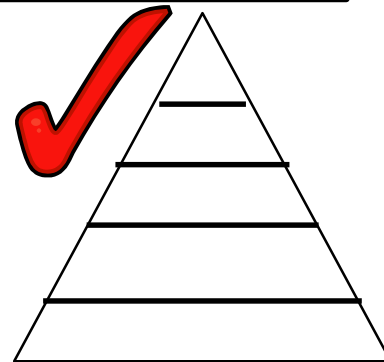
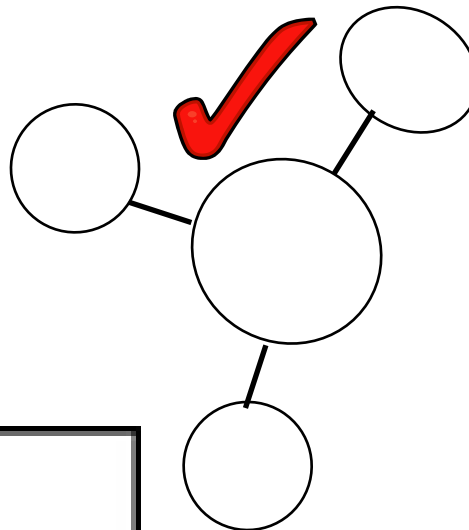
Divide
Multiply
Subtract
Bring down



Kingdom
Phylum
Class
Order
Family
Genus
Species

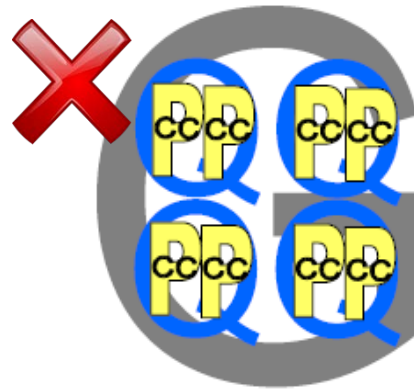
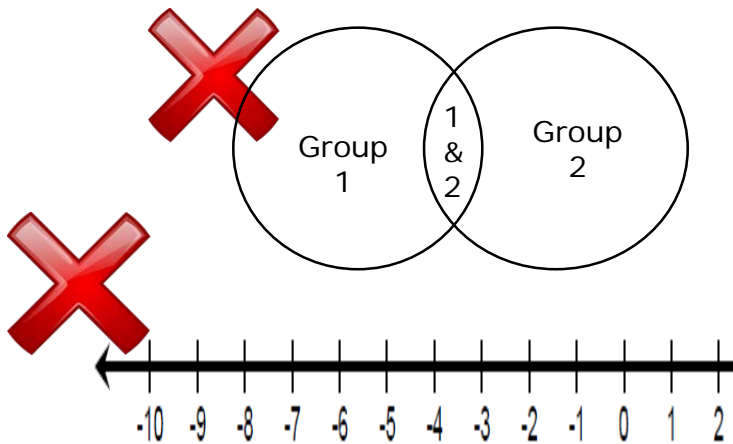
All Subjects: Blank Graphic Organizers

Blank graphic organizers may be used.

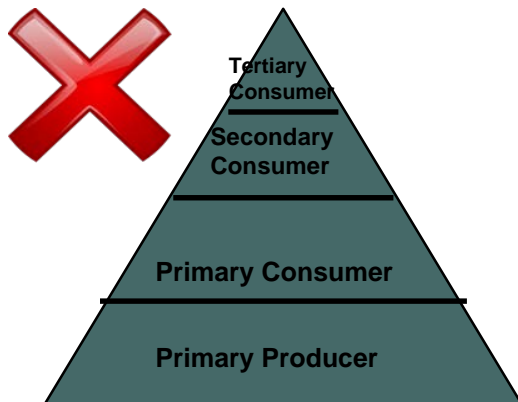


All Subjects: Blank Graphic Organizers

Blank graphic organizers may **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.



A KWL chart with three columns labeled "K", "W", and "L". Below each column is a header row: "What I know", "What I want to know", and "What I learned". Each header row is followed by five blank rows for writing. A large red X mark is placed over the top left corner of the chart.



A 2x2 grid with the letters "T" and "t" in the top row and "T" and "t" in the bottom row. The cells contain: "T" (top-left), "Tt" (top-right), "Tt" (bottom-left), and "tt" (bottom-right). A large red X mark is placed over the top left corner of the grid.



Mathematics: Addition Charts

Addition charts may be used. The addition chart must be a grid used to find the sum, not a list of addition facts. Each axis may only be numbered 0 through 9. Indicating special numbers (e.g., highlighting or circling even numbers within the body of the chart) is **NOT** allowed.



+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10



+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10



1 + 1 = 2
2 + 2 = 4
3 + 3 = 6
4 + 4 = 8
5 + 5 = 10
6 + 6 = 12
7 + 7 = 14
8 + 8 = 16
9 + 9 = 18
10 + 10 = 20

Mathematics: Multiplication Charts

Multiplication charts that are grade appropriate may be used. The multiplication chart must be a grid used to find the product, not a list of multiplication facts. Indicating special numbers (e.g., highlighting or circling perfect squares within the body of the chart) is **NOT** allowed.



X	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25




$1 \times 0 = 0$	$2 \times 0 = 0$
$1 \times 1 = 1$	$2 \times 1 = 2$
$1 \times 2 = 2$	$2 \times 2 = 4$
$1 \times 3 = 3$	$2 \times 3 = 6$
$1 \times 4 = 4$	$2 \times 4 = 8$
$1 \times 5 = 5$	$2 \times 5 = 10$
$1 \times 6 = 6$	$2 \times 6 = 12$
$1 \times 7 = 7$	$2 \times 7 = 14$
$1 \times 8 = 8$	$2 \times 8 = 16$
$1 \times 9 = 9$	$2 \times 9 = 18$




X	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

Mathematics: Number Chart

A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is **NOT** allowed.



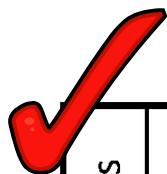
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mathematics: Place Value Chart

A place value chart may be used. Words for place value labels, commas, and a decimal point are allowed only if they are grade-appropriate. For example, the word “hundredths” may be used at grade 4 and above, but the fraction “1/100” cannot be included. Including numbers as specific examples is **NOT** allowed.



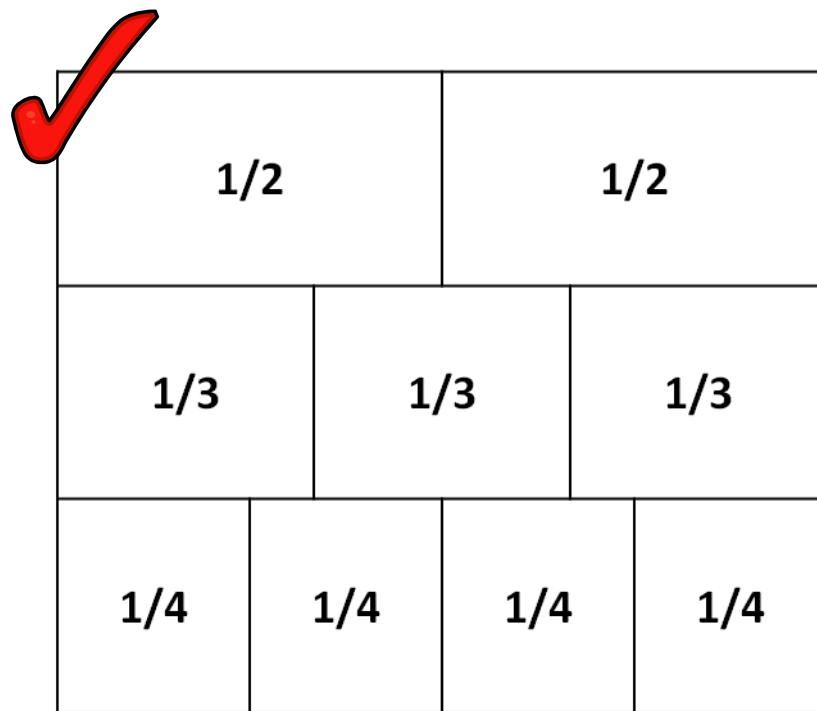
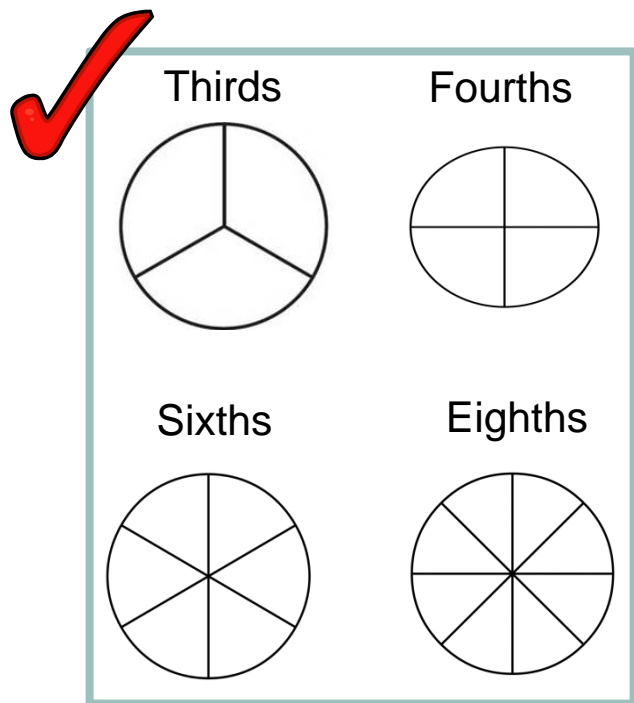
ten thousands	thousands	hundreds	tens	units	.	tenths	hundredths	thousandths



ten thousands	thousands	hundreds	tens	units	.	tenths	hundredths	thousandths
			7	1	.	2		

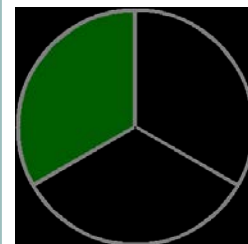
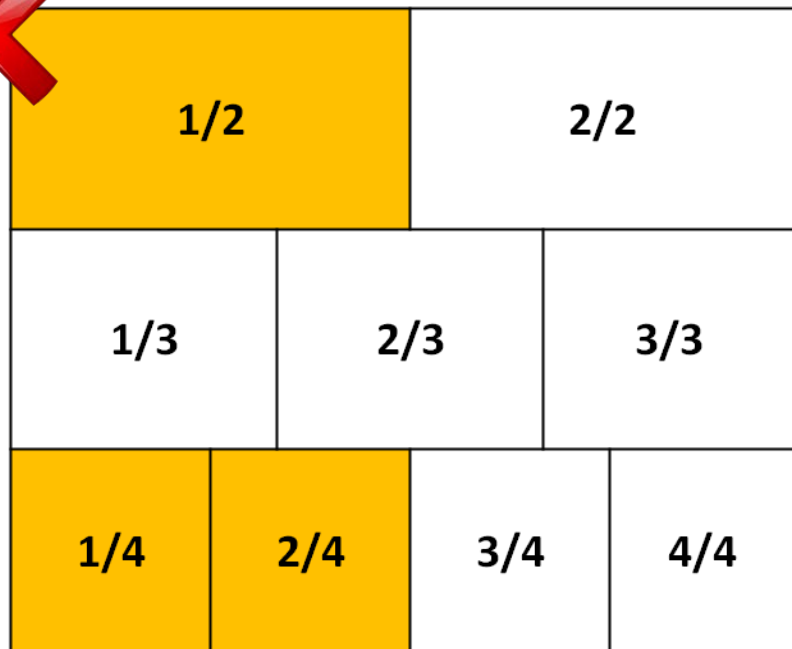
Mathematics: Pictorial Models of Fractions

Pictorial models of fraction bars or fraction circles may be used. The models may be labeled to show each individual fraction...

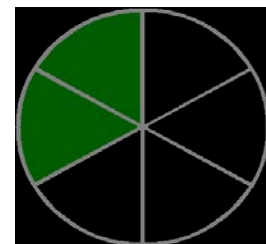


Mathematics: Pictorial Models of Fractions

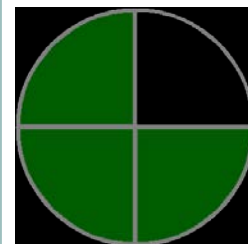
... but they should **NOT** show equivalencies (e.g., $1/2 = 2/4 = 0.5 = 50\%$) or a cumulative sequence (e.g., $1/4, 2/4, 3/4, 4/4$).



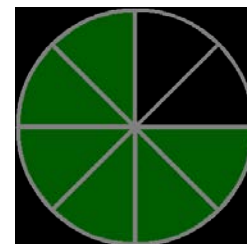
$1/3$



$2/6$



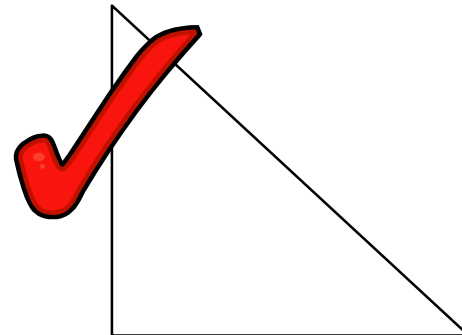
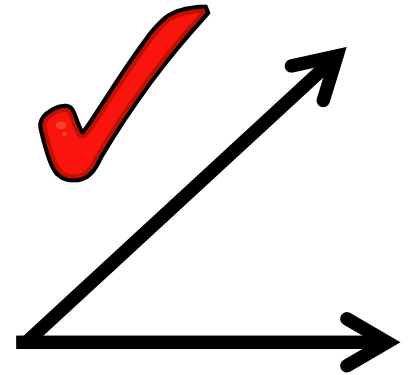
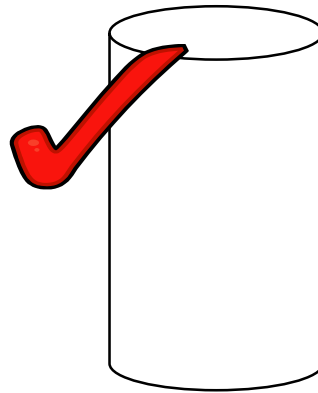
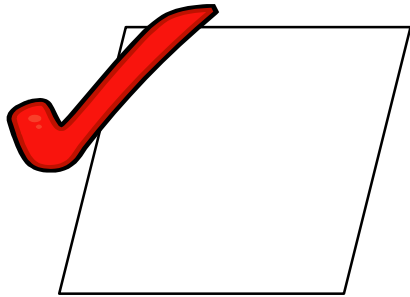
$3/4$



$6/8$

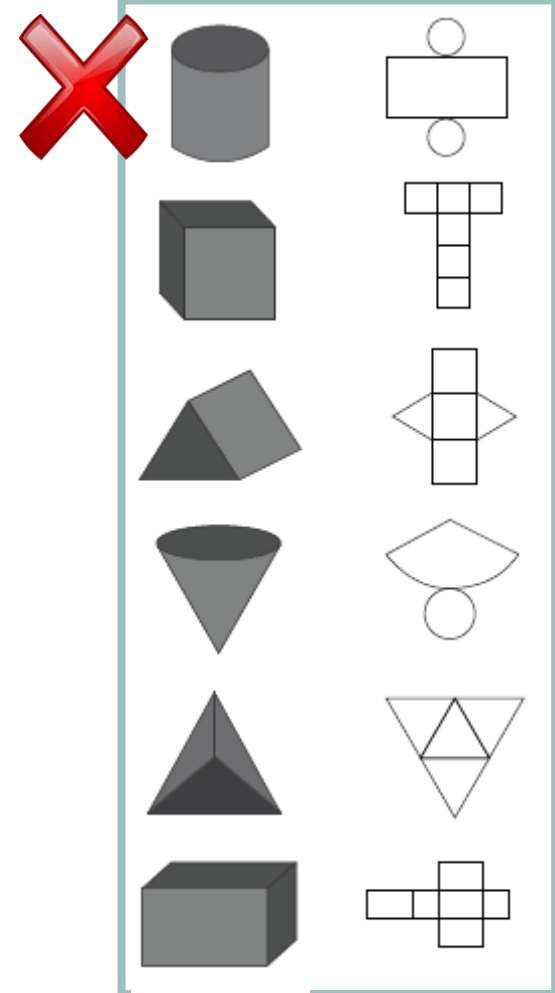
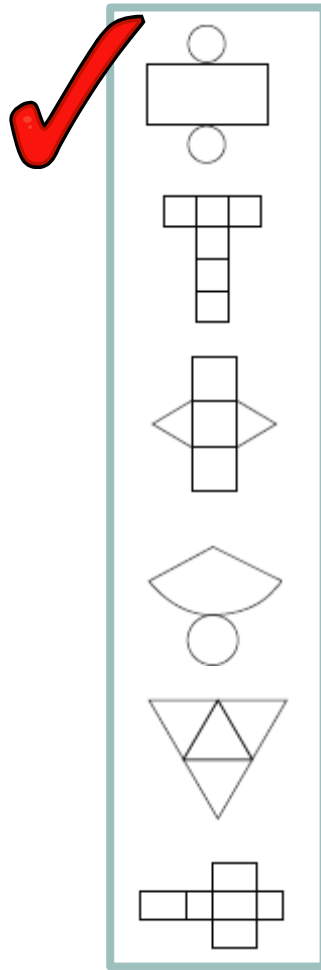
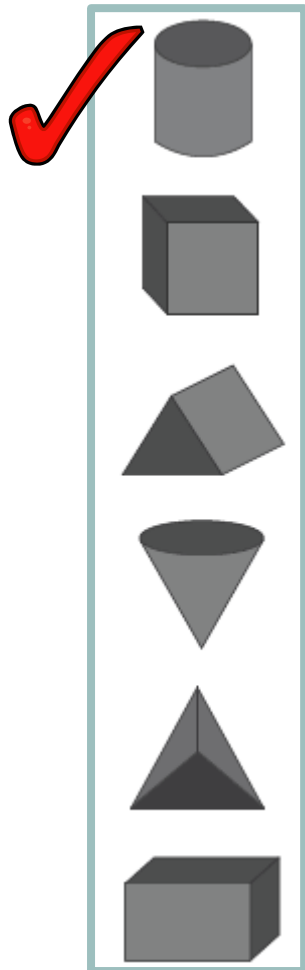
Mathematics: Pictorial Models of Geometric Figures

Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate.



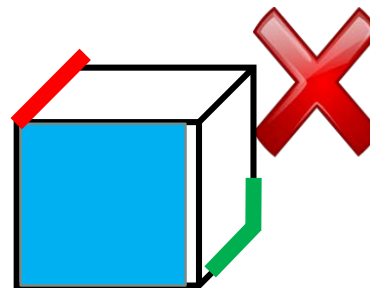
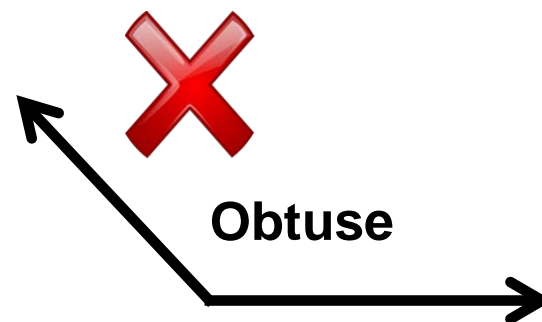
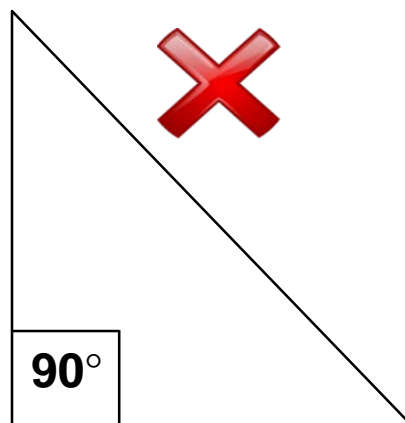
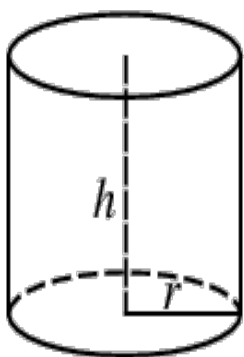
Mathematics: Pictorial Models of Geometric Figures

In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms.



Mathematics: Pictorial Models of Geometric Figures

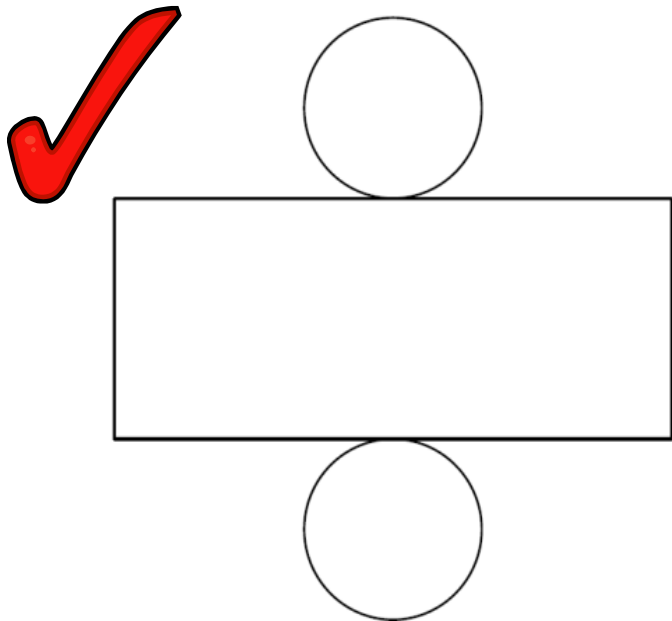
The figures may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.



Mathematics: Pictorial Models of Geometric Figures

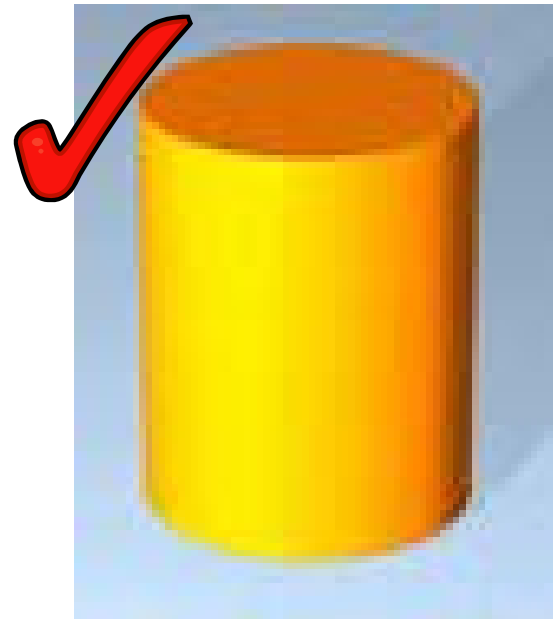
Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is **NOT** allowed.

Pictorial Model



OR

Manipulative



Written Composition: Grammar & Mechanics Rules

A list of grade-appropriate grammar and mechanics rules may be used. The list may **NOT** contain any specific examples.

Introduce a list of three or more items

colon [:]



Introduce an explanation
(what follows “explains” or
“answers” what precedes)

colon [:]

Introduce a list of three or more items

colon [:]

There are three things I want to do before I die: go on a cruise, go sky-diving, and surf.

Colons have three functions: introducing long lists, introducing quotations, and introducing explanations.



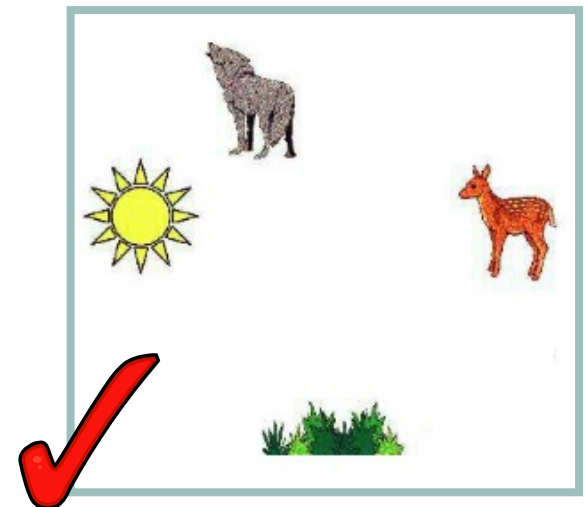
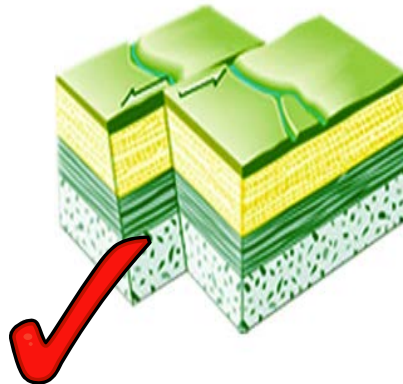
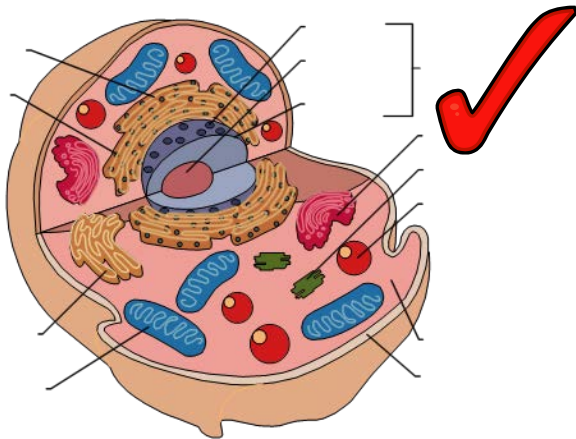
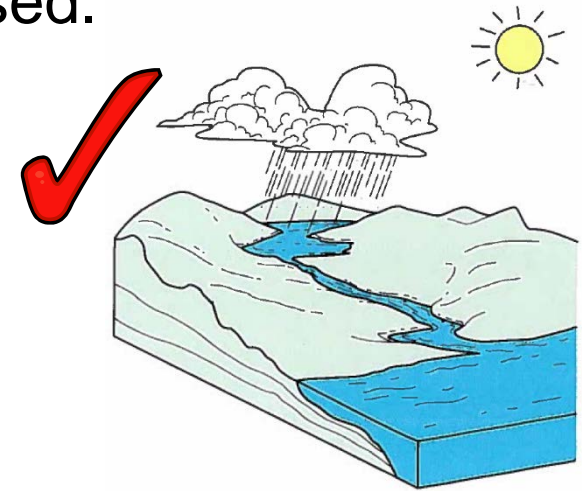
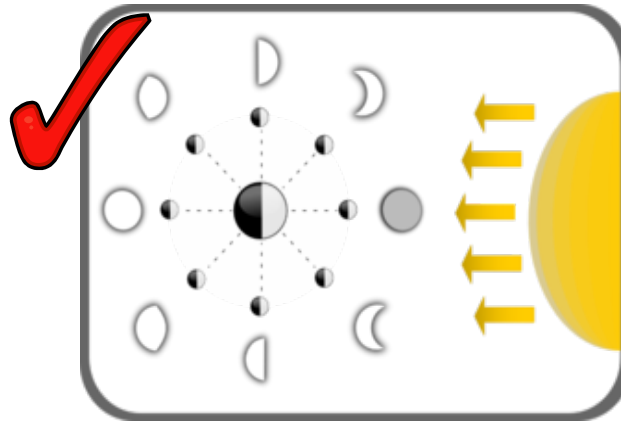
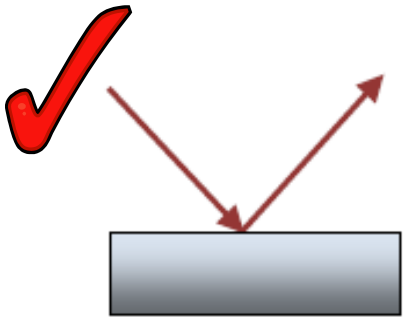
Introduce an explanation
(what follows “explains” or
“answers” what precedes)

colon [:]

You know what they say about real estate: Location is everything.

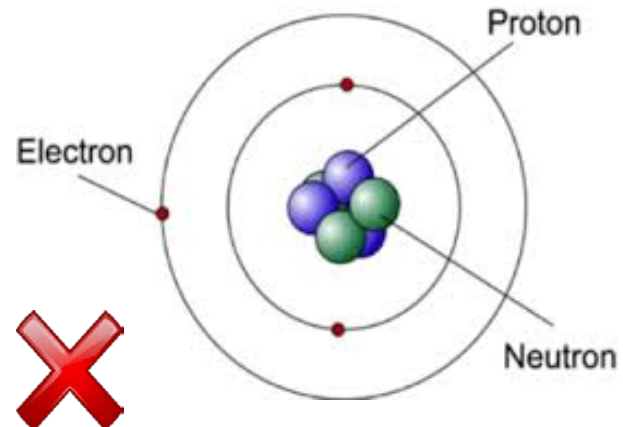
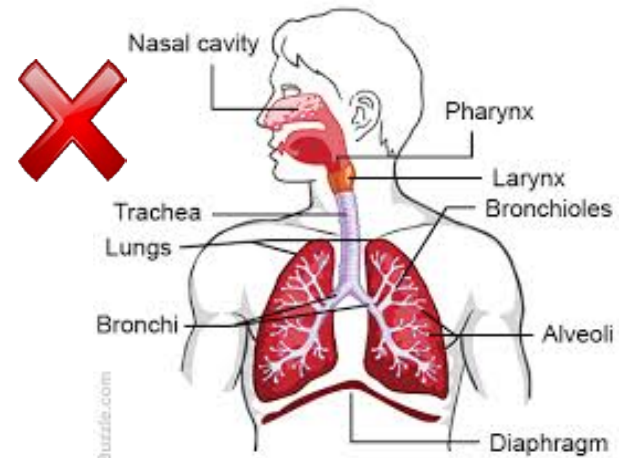
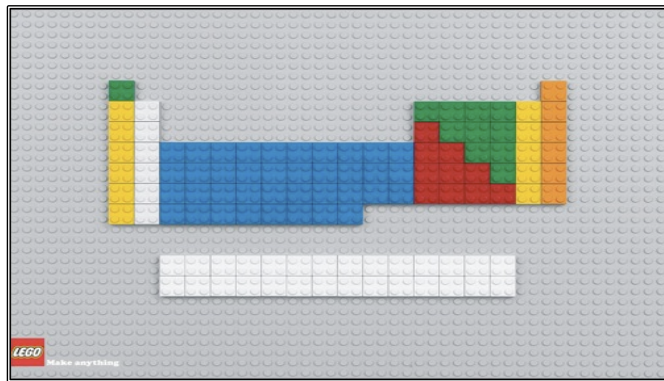
Science: Graphics

Graphics of scientific concepts may be used.



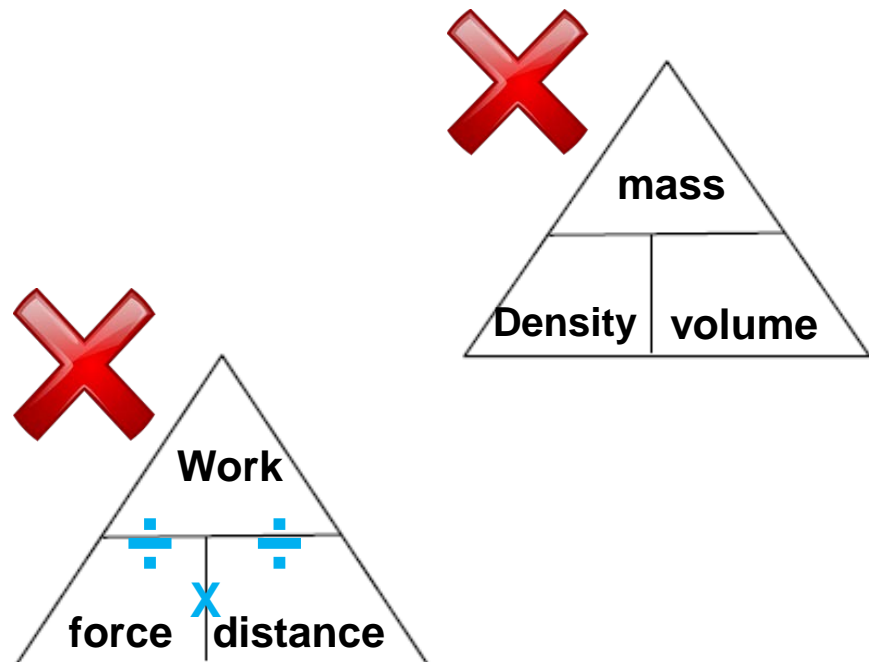
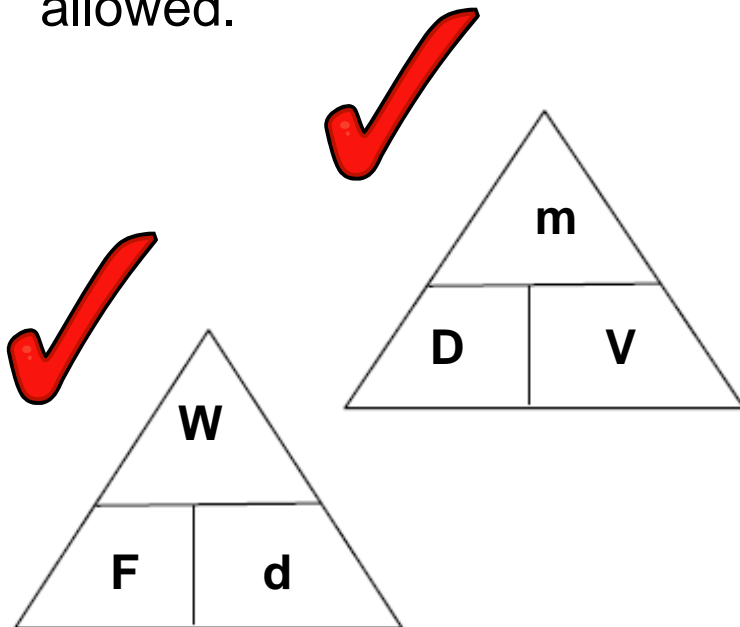
Science: Graphics

The graphics may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.



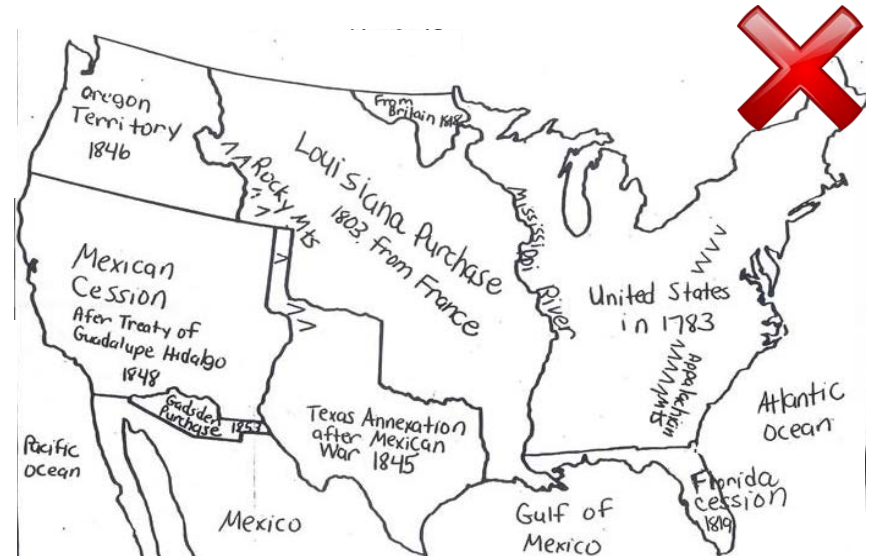
Science: Formula Triangles

Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables m , D , and V . Symbols for mathematical operations (e.g., \times , \div) are **NOT** allowed.



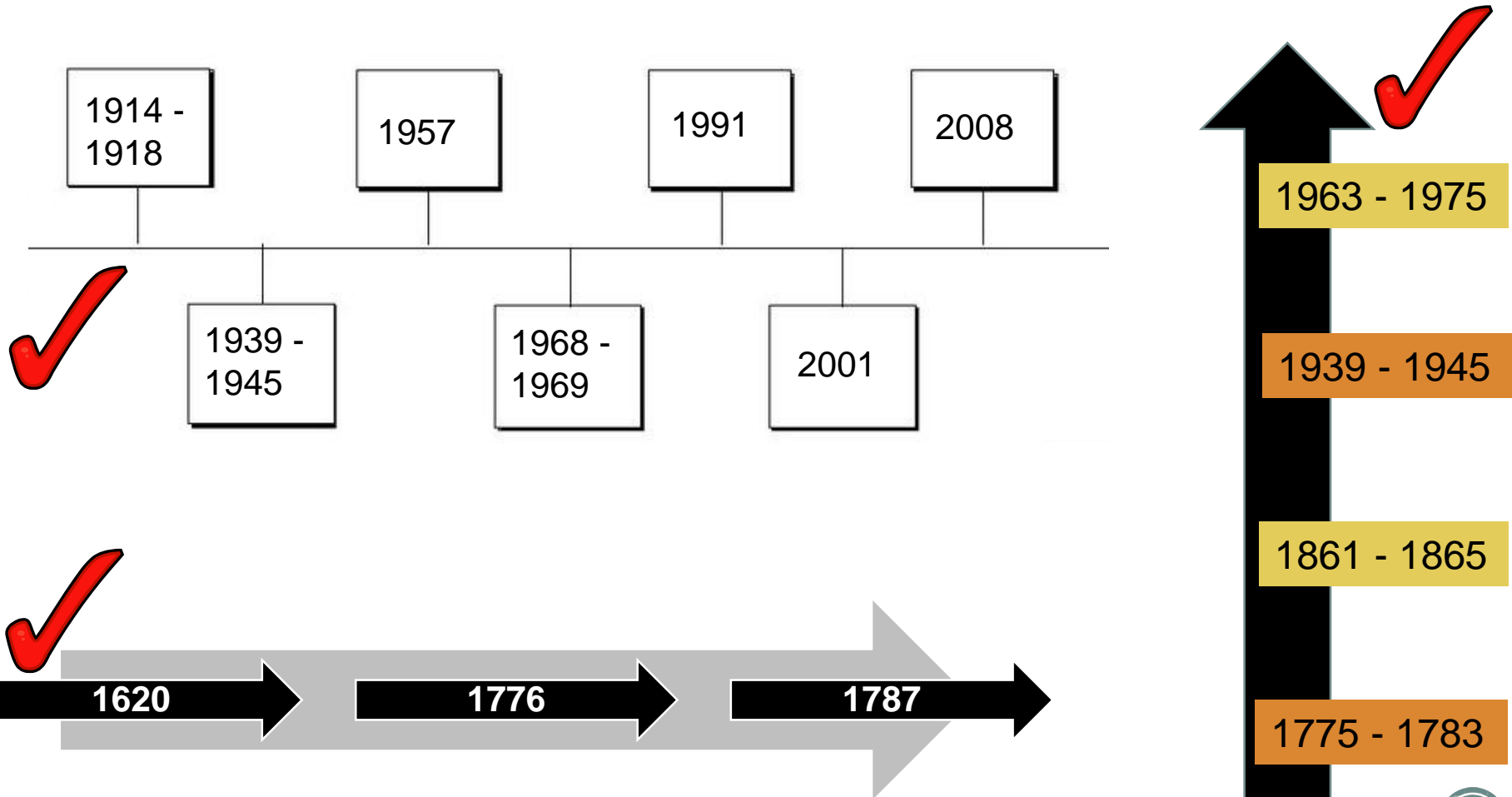
Social Studies: Blank Maps

Blank maps may be used. Blank maps should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.



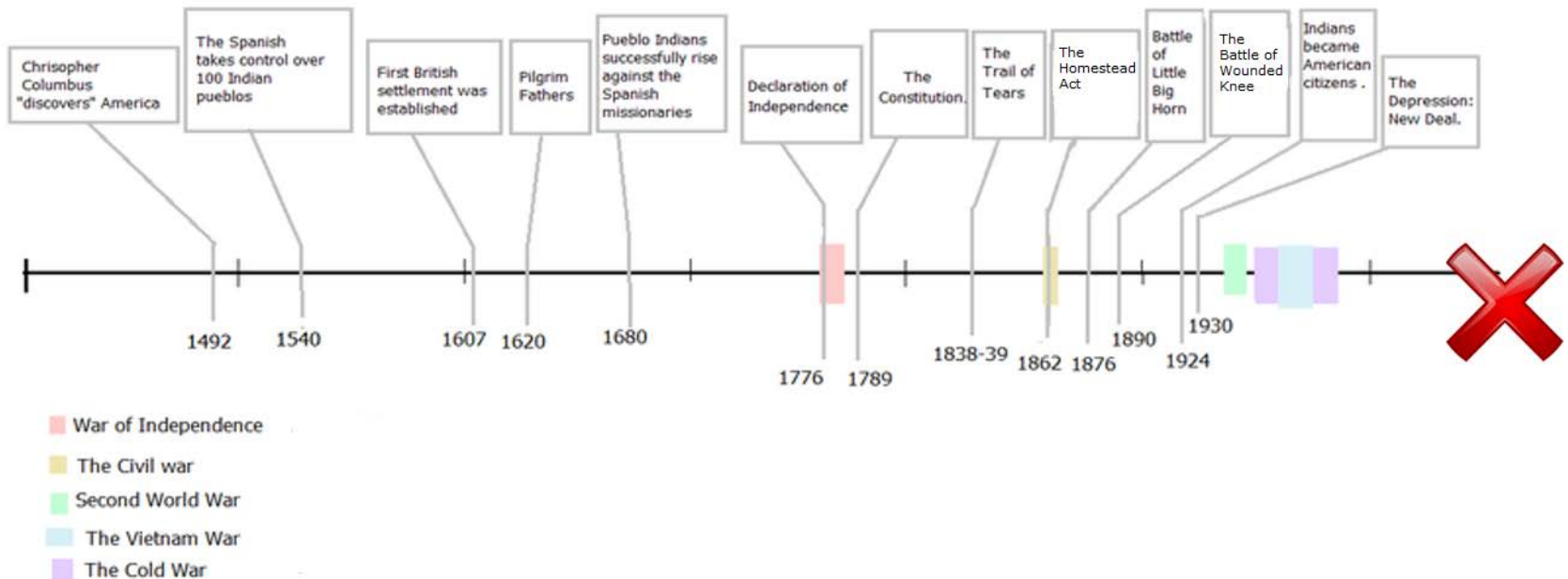
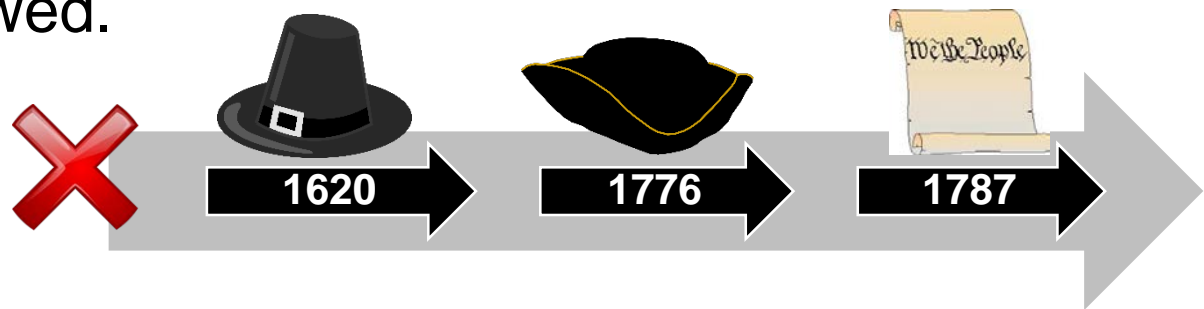
Social Studies: Timelines

Timelines may be used if they contain only dates.



Social Studies: Timelines

Labeling the events connected with those dates in any way is **NOT** allowed.



Special Instructions/Considerations

1. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Supplemental aids can be provided in the language that is most appropriate for the student.
3. Colors may be used in a supplemental aid to enhance readability or improve tracking but may **NOT** be used as a label.

Special Instructions/Considerations

4. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.
5. Using a supplemental aid as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.
6. Supplemental aids, like all accommodations, should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.

Special Instructions/Considerations

7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.
8. The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.
9. If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.

TEA Contact Information

- Student Assessment Division
 - 512-463-9536
 - Assessment.studentswithdisabilities@tea.texas.gov